



Week 3: IEP Implementation

Overview

For this assignment, you will continue to follow Joseph, a fictional middle school student who recently enrolled at your school. This week, you'll monitor how his program is being implemented and address any challenges. Use the ARD Meeting video located in Resources as a reference when completing this assignment.

To complete the assignment, you must familiarize yourself with both statewide special education policies and those in place at your district and school. The assignment also requires you to use knowledge gained from your lectures and readings and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. You are expected to cite the relevant law and/or policy that you used to formulate your answers.

Rubric

Use this rubric to guide your work.

Week 3: IEP Implementation	Accomplished	Proficient	Needs Improvement	Unacceptable
Effective Implementation	Clearly articulates a vision for ensuring the effective implementation of a student's IEP using 3 paragraphs (3 points)	Outlines a plan for ensuring the effective implementation of a student's IEP using 2 paragraphs (2 points)	Vaguely outlines a plan for ensuring the implementation of a student's IEP using 1 paragraph (1 point)	Does not outline a plan for the effective implementation of an IEP (0 points)
Professional Development Activity	Suggests an effective professional development activity geared toward effective classroom implementation of an IEP using a well-developed paragraph (3 points)	Suggests a professional development activity related to classroom implementation of an IEP using 1 paragraph (2 points)	Suggests a professional development activity related to classroom implementation of an IEP using 1 brief paragraph (1 point)	Does not suggest a professional development opportunity related to effective IEP implementation (0 points)
Positive Affect on Achievement	Explains how to determine whether the accommodations produce positive results using two well-developed paragraphs (3 points)	Explains how to determine whether the accommodations produce positive results using one paragraph (2 points)		Does not explain how to determine whether the accommodations produce positive results (0 points)
Mechanics	No or few errors in grammar, spelling, or punctuation. (1 point)			Responses lack clarity and depth and/or have multiple errors in grammar, spelling, or punctuation. (0 points)

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Directions

Review the IEP video located in the Resources section of this course, and use it to answer the questions in the workspace. You will also use information from your lectures and readings and the information you gathered in the Week 1 Assignment to suggest accommodations to Joseph's IEP. Plus you will develop solutions that will improve the implementation of the IEP at the classroom level.

Two months into the school year, Joseph's teachers are concerned because they do not think the accommodations that have been outlined in his IEP are realistic, and they don't think they are helping him. A number of his teachers have decided to implement classroom modifications for him on their own, and those modifications do not match Joseph's IEP.

Concerned that the IEP developed for Joseph is not adequately serving his needs, you call a meeting with the members of Joseph's ARD committee. At the meeting, Joseph's mother expresses concerns over his progress, as well as what she sees as a lack of communication between school and home regarding her son.

Workspace

There is often not a connection between the accommodations outlined in a student's IEP and the actual accommodations that are made in the classroom. Using evidence-based research, explain in three paragraphs how you plan to ensure that the accommodations outlined in Joseph's IEP are followed? If teachers say that the IEP accommodations are not working, what do you do?

As the principal, it is important to take teachers' observations and educational recommendations into consideration. "If the IEP is to serve as a guiding document, then it is important to understand teachers' perceptions of its usefulness and the challenges they face in enacting it." (Ketterlin-Geller 2007). After the special education testing signifies areas that need to be addressed then having a special education teacher work with the regular classroom teacher in understanding the IEP's usefulness and correct utilization would be beneficial. A well constructed IEP will have few accommodations to allow for greater utilization than many accommodations that can be missed or considered overwhelming by a teacher. Teachers often want an IEP to state every accommodation that might be considered necessary for the child's education. "IEPs are more likely to underestimate the need for accommodations, whereas teachers are more apt to overestimate this need" (Ketterlin-Geller 2007).

Joseph's teachers need to understand that they are responsible to adhere to the accommodations outlined in the IEP. If they feel more accommodations are necessary then they will need to understand that too many accommodations can have an adverse effect. "By providing accommodations that are unnecessary, teachers may be jeopardizing student achievement by giving distracting or confusing accommodations that are not required for success" (Fuchs 2000). The teachers need to meet with the special education teachers to discuss further accommodations and whether they will be beneficial to his education.

In Joseph's case, we need to have a component where the mother is kept in contact of his IEP. If the teachers are held accountable on a daily basis with the mother, they will be more likely to follow the IEP in a regular manner. Also, the student will know that communication is expected to arrive at home on a regular basis and there would be less likelihood of him "intercepting" the documentation.

Fuchs, L. S., Fuchs, D., Eaton, S. B., Hamlett, C. L., & Karns, M. (2000). Supplementing teacher judgments of mathematics test accommodations with objective data sources. *School Psychology Review*, 29, 65–85.

Ketterlin-Geller, L. R., Alonso, J., Brown-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education*, 28(4), 194-206.

In one paragraph, suggest a professional development activity for Joseph's teachers that would help them more effectively implement his IEP.

It is important that Joseph's teachers have a working knowledge of how to best work with a student who has behavioral problems. The campus special education team is a great resource for his teachers to learn key concepts and strategies. I would also suggest the teachers utilize our Region X resources. Many of the special education resources can be used online for a self paced professional development option. The teacher can start at <http://www.region10.org/specialeducation/> to build the necessary framework to work with students who have special needs. A great place to start would be with Joseph's behavioral difficulties and the teachers can start with <http://www.region10.org/SpecialEducation/Behavior.html> to decipher the information they need to utilize for an environment so Joseph can learn and not disrupt the other students.

Use two paragraphs to explain methods you will use to determine whether the accommodations provided for Joseph in his IEP have a positive effect on his achievement?

Quantitative and Qualitative.

The first way to determine whether Joseph is progressing is one of the easiest which is quantitative. Teachers can look over his pretests, post-tests for comparison data. TAKS scores from previous years to determine what he had before accommodations were implemented. The teacher could use teacher made tests, analytic scales, etc. The teacher needs to also take into consideration attendance records as quantitative data. Joseph's teacher should also look over district assessments and benchmarks. By looking scores, it is more straightforward to determine the areas that Joseph is excelling or is deteriorating. Once scores are disaggregated it is easier to see where Joseph might need additional assistance or whether the IEP is properly functional.

The other way is qualitative. Qualitative observation are key to successful IEP procedures. Qualitative includes experiences, observations, and discernable changes. Teachers can use journal entries, lesson plans/units, teacher/parent surveys containing anecdotal information/comments, Joseph's portfolio, observation data/assessments, projects, work samples, video or audio tapes, and notes from his parents as qualitative evidence. Teachers can document anecdotally situations that occur with Joseph. If he has a behavioral outburst, the teacher can document what she tried and whether it

worked. If the IEP accommodations are being utilized then the teacher can document how it did or did not work. If the teacher tried a different accommodation they can prove if it had an impact on Joseph's ability to succeed in his work.